DOCUMENT RESUME

ED 069 871 VT 017 461

AUTHOR	Harwood, R. Frank
TITLE	Assisting Local Schools in Modifying Their Business Education Programs. Final Report.
INSTITUTION	Mississippi Univ., University.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 72
NOTE	63p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Action Research; *Business Education; *Educational Needs; Program Development; Program Evaluation; *Regional Planning; School Community Relationship; Secondary Grades; *Vocational Development; Vocational Education
IDENTIFIERS	*North Mississippi; Public Law 90 576

ABSTRACT

The purpose of this year-length project was to provide the structures and procedures which can enable administrative and teaching personnel to update their business education programs in Grades 9 through 12 to fit local needs currently not being met in existing curriculums. To reduce the dropout rate, develop options in vocational education, and utilize existing resources more fully, an investigative team of 26 vocational teachers and counselors representing business education and related fields at the secondary and post-secondary level used questionnaires and interviews to gather data on six occupations: (1) accountants-bookkeepers, (2) office clerks, (3) sales clerks, (4) secretaries, (5) stenographers, and (6) administrative-management trainees. Covering 428 interviews involving 160 jobs with 112 employers in a 21-county North Mississippi area, a nation-wide research advisory committee of educators provided positive and valuable business and community feedback for the project. Recommendations presented include: (1) career guidance for Grades 7 and 8, (2) general and specific responsibilities for program initiation in Grade 9, and (3) the encouragement of the development of essential materials through research grants. (AG)

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Final Report

ASSISTING LOCAL SCHOOLS IN MODIFYING THEIR BUSINESS EDUCATION PROGRAMS

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

R. Frank Harwood
University of Mississippi
University, Mississippi

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The project reported herein is being performed utilizing funds made available to the State of Mississippi under provisions of Part C of Public Law 90-576 administered by the office of Education, U. S. Department of Health, Education, and Welfare.

Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

R. Frank Harwood

University of Mississippi

University, Mississippi

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ACKNOWLEDGEMENTS

As is true with most social research, this study has been made possible through the cooperative efforts of many generous persons. In a very limited way some of the direct contributions of some are identified in the text. But the meaningful influence on the shape and direction of a number of thoughts and actions came from many sources. From a number of superintendents in 31 counties in North Mississippi; from many of the principals, business teachers, and guidance counselors in 117 public high schools and private academies in this territory; from colleagues, former students, research-minded professionals, alert and understanding businessmen and their employees in Alabama, California, Colorado, Georgia, Illinois, Indiana, Kentucky, Louisiana, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Texas, and Utah; from friends, relatives, and approximately 600 total strangers at odd hours, in busy and in out-of-the way airports, between planes, and in flight --socially useful ideas can be and were found in a great variety of places. For the personal sacrifices made by many of the research associates in the field--especially the brand new mothers, those with serious illnesses in their families, those who went the second, third, and fourth miles--, for those who altered business and personal schedules for the convenience of this study, for those who opened doors to facilitate gaining some essential inputs, to all of you this investigator is grateful for your many professional and personal gestures. To all who have given hard data, suggestions, criticisms, and encouragement, the writer acknowledges his genuine appreciation.

R. Frank Harwood, Project Director
University of Mississippi
University, Mississippi

SUMMARY

Time

The official time covered in this study is from 1 July 1971 to 30 June 1972.

Objectives

1. Educational Personnel The purpose of this study was to provide the structures and procedures that can enable administrative and teaching personnel to up-date the relevance of their programs. Revisions and/or additions to content and requirements of business programs could be tailored to fit local needs which are not currently being met in existing curricula.
2. Students For students in the 9-12th grades, this project intended to develop options in vocational education which are not now available.
3. System For this system, the objectives are better service to the community through a reduced dropout rate and a fuller use of existing resources.
4. The University For the University of Mississippi, the objectives were to meet more fully its responsibilities to all groups in the state by using action-oriented research capabilities to reduce the relative size of the dropout problem and to use more fully the resources available.

Procedures

This investigation used the tools of descriptive survey normative research, i.e., questionnaires and interviews. In addition to the project director and the three assigned Tupelo vocational teachers representing business, distributive, and trade and industrial education, the investigative team used to gather the field data were vocational teachers and counselors in 18 other high schools, 2 area vocational-technical schools, 1 junior college, and 1 senior college. The original three-member Tupelo field team was expanded to include 23 other research-oriented faculty in 20 other counties in North Mississippi to assure adequate data input within the time parameters imposed.

The teaching experience of members of this team ranged from being in the first year to being in the thirtieth year. With an average of 12 years in teaching, 11 years as vocational teachers, these researchers also averaged more than 5 years in business or management. Three of the investigators had an average of 7 years in fulltime guidance responsibilities.

The Tupelo field team received a total of six sets of field demonstration data-gathering interviews.[1] Other research associates were given simulated interviews to prepare them for their field assignments.

A Research Advisory Council was formed principally through the cooperative efforts of the Tupelo administrative and vocational staff who comprised the local research team. This nine-member Council--eight of whom were selected by Tupelo School faculty or staff, one executive was chosen by the project director--had one major function. Its purpose was to provide essential business community reactions to whatever tentative program proposals might be suggested by the findings in this study.

Results

From 428 executive-employee-supervisor interviews involving 160 jobs with 112 employers covering one-tenth of one percent (.1%)[2] of the employed population in the 21-county North Mississippi area included in the study, data were gathered on 6 positions. These were:

Position	Number	Percent
Accountants-Bookkeepers	34	21
Clerks (Office)	45	28
Clerks (Sales)	18	11
Secretaries	34	21
Stenographers	4	3
Administrative/Mgt Trainees	25	16
Total	160	100

1. A set of interviews was comprised of a three-interview sequence. After the initial employer contact to establish a working relationship, the first interview was with a principal executive. The second interview was with the employee holding a position from which the investigation required information. Interview three was conducted with the employee's immediate supervisor. Generally, these three interviews required approximately an hour's time in total.

2. In the Erickson study, Basic Components Of Office Work--An Analysis Of 300 Office Jobs, the nonagricultural employment of the Los-Angeles-Long Beach area for 1968 was given as 2,794,200. This study was based on approximately one one-hundredth of one percent (.01%) of the employed population in the area.

According to the federal Standard Industrial Classification the companies cooperating in this study were as follows:

Classification	Number	Percent
Finance, Insurance, Real Estate	32	20
Manufacturing	50	31
Service	18	11
Agri., Mining, Construction	2	1
Transp., Commun., Utilities	5	3
Wholesale, Retail	33	21
Education	11	7
Government	9	6
Total	160	100

For the 160 positions represented in this study, there was a ratio of one male to three females. This compares with a one to four male-female ratio in the Erickson study,[1] and a one to seven male-female ratio in the entire NOBELS investigation. For the Malsbary study, the male-female ratio was one to nineteen. All of these studies were concerned exclusively with office occupations.[2] However, in the administrative/management category of this study there were 24 men to 1 woman.

The employees interviewed had a modal age of 20, a median age of 23, and a mean age of 21. The mean age for 1,232 workers in the NOBELS study was 21 with modal ages of 20 and 21.[3] Typically, the case studied terminated formal education as a high school graduate. In terms of time on the job, the mode was 6 months; the median was 14 months; and the mean was 18 months.

The hypothesis on which this investigation was made was that there are business service areas not currently being met in existing curricula. Information relevant to the principal thrust of the study was obtained from employees who were classified by the investigator as administrative or management trainees. Accordingly, the balance of this report will present those essential findings, analyses,

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1. Lawrence W. Erickson, Basic Components Of Office Work--An Analysis 300 Office Jobs, South-Western Publishing Co., 1971, p. 5.

2. Dean R. Malsbary, A Study Of Beginning Office Workers In Connecticut, iversity of Connecticut, 1967, p. 42.

3. Frank W. Lanham, Development Of Performance Goals For A New Office d Business Education Learnings System, Ohio State University, 1970, p. 26.

recommendations, and other considerations relating directly to this aspect of the research.

The responsibility areas for the administrative or management trainees fit into four broad categories. These include operational management, administrative services routine, marketing-related functions, and accounting-bookkeeping-recordkeeping duties. These inputs, together with the employee-identified educational inadequacies and supervisors' suggestions, provide a basis for getting business executive, professional educator, and publisher reactions.

Evaluation

The Research Advisory Committee of 9 Tupelo executives, plus 6 professional educators from various sections of the country--California, Colorado, Illinois, and Georgia--, and three publishers all offered positive, favorably encouraging responses to the prospective program.

Conclusions

Commonalities of management problems reach to the lowest echelons of management, i.e., the first rung on the management ladder. These positions are typically outside the office and typically are occupied by young men.

The nature of the identified responsibilities is such that the attitudes, knowledge, skills, and understandings required can be developed in a program to meet student and industry needs. With both the relatively recent high school graduate represented in this study and his immediate supervisor providing inputs that are essentially descriptive of business operational and administrative disciplines, the academic implications of responsibility and opportunity are clear.

Vocational business education and the other vocational departments have the joint responsibility to meet these unfilled needs. The opportunity is to develop cooperatively the kinds of programs that will achieve at least three objectives.

Most importantly, the successful development of a program of Training for Realistic Action by Concentrating on Kinetics (T R A C K IV--Management) through Business Operational and Administrative Training (B O A T) can serve some young men in an exciting and meaningful way that is not currently possible.

Secondly, the essential teamwork to develop, teach, and administer a program meeting the needs highlighted in this investigation can provide at least two direct benefits. The vocational teachers involved will come to know in a first-hand way to their students' advantage some of the critical managerial business functions. This

bonus to the students will be reflected both in course content and methods used.

The third anticipated major objective would be enhanced business community goodwill and support. This would come as a consequence of two factors. In the first place, the necessary additional dialogue with members of the business community requiring their inputs essential to the program development is the kind of involvement that generates interest of a high order. Secondly, because successful graduates of the proposed Business Operational and Administrative Training Program can reduce the cost of hiring, training, and retaining prospective first echelon management trainees, a more favorable labor cost factor can help Tupelo employers gain or maintain a competitive edge.

Recommendations

Three areas of service consideration are given attention. First, guidance is the channel through which at least some of the preparatory phases of the proposed new program should be directed. Therefore, Recommendation One is for a beginning. Designate specific organizational responsibility to implement a full program in career guidance for grades 7-8.

Secondly, broad, yet specific, suggestions are offered for a Business Operational and Administrative Training Program. Details are given in the body of this report. Recommendation Two is to designate specific organizational responsibility to initiate the first phase of this program, ninth grade.

Recommendation Three is to encourage through research grants the development of essential materials. Materials are needed for the career guidance elements of this proposed program, grades 7-8, and for the Training for Realistic Action by Concentrating on Kinetics (T R A C K IV--Management) through Business Operational and Administrative Training (B O A T), grades 9-12. A pilot system, such as the Tupelo Schools could be, will need sufficient research support to implement Recommendations One and Two.

I. THE PROBLEM

Assisting Local Schools In Modifying Their Business Education Programs

This was an investigation to gather information relevant to structures and procedures needed to assist local schools to modify their educational programs into broader concepts. These data can help administrators and teachers to devise and implement programs realistically tailored to their areas of service.

A. Needs

1. Educational Personnel The dropout rate is one critical measure indicative that schools are falling short of their objectives to help prepare youth to cope with some of life's problems. According to the State Department of Education data, Mississippi is losing approximately 37 percent of its high school students as dropouts between the 9-12th grades (1960-68).[1] If educational personnel were competently equipped to meet the needs of this group, the severity of this problem with economic and social consequences would be reduced.
2. Students Of the students who dropped out of school between the 9-12th grades in 1966-68, 20 percent were reported as having discontinued school because they: 1. Disliked school; 2. Had academic difficulty; 3. Developed behavioral problems; or 4. Found a lack of appropriate curriculum.[2] New programs with a different interest appeal, structure, and degree of relevancy could remove some of these reasons for some of the prospective dropouts.
3. Systems Superintendents in 22 of 27 systems throughout the state, interviewed in May-June, 1969, gave positive evidence of endorsement and support of an action-oriented research program aimed at the dropout problem.[3]
4. The University Because the University is responsible to serve students from all ethnic, economic, and geographic catagories in the state, there is the need to use more fully present resources for the solutions to socially relevant problems. According to Dean McNew, the graduate faculty is currently being used to 35 percent of its teaching capability. There is a need to exercise this University leadership to develop exemplary

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1. Statistical Data Bulletin, State Department of Education.

2. School Dropouts by Reason, 1966-67 and 1967-68, State Department of Education.

3. R. Frank Harwood, "WANTED: Partners To Work A Gold Mine," Business Education Forum, November, 1970, p. 50.

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programs which may serve to encourage other institutions to strive for new and broader services dealing with this problem. Solving vital problems, using fully available resources, and exercising leadership are fundamental to the University.

B. Related Literature

Dr. Dean R. Malsbary, University of Connecticut, directed "A Study Of Beginning Office Workers In Connecticut." This work, which was concluded in 1967, answers with statistical parameters and descriptive detail these basic questions.[1]

1. What are the characteristics of the major employers?
2. Who are the beginning office workers (descriptively) and what is their background?
3. What is the work performed by the beginning office employee?
4. What knowledge, skills and other characteristics are needed by beginning office employees?

Malsbary identified 130 major employers in Connecticut, 85 (65 percent) of these agreeing to cooperate in his study. From these companies, his five research assistants interviewed 522 beginning office workers.[2] These input data came from Standard Industrial Classifications in the following order: Finance, Insurance, and Real Estate, 47 percent; Manufacturing, 40 percent; Service, 1 percent; Utilities, 10 percent; Wholesale, Retail, 2 percent.[3]

Of those included in this study, 96 percent were female and 90 percent were under 22 years old. More than 80 percent graduated from a public high school in Connecticut with only 25 percent having taken any courses beyond high school.[4]

Clerical and machine operation comprised 77 percent of the positions studied. Stenographic and secretarial accounted for 9

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1. Malsbary, op. cit., pp. 114-120.

2. The 1960 Connecticut total employment figures are reported as 1,010,444, clerical employment being 162,437, 16 percent of the total. These 522 cases represented five one-hundredths of one percent (.05%) of the total labor force and approximately three percent (3%) of the clerical force.

3. Malsbary, op. cit., p. 44.

4. Ibid., p. 42, 116.

percent; bookkeeping and computational, 9 percent; customer contact, 5 percent.[1]

Among Malsbary's summary statements are these, which he says "...appear to be needed, regardless of the job family in which the worker's job is classified. These include: How to write numbers legibly... spell correctly...do basic arithmetic."[2] He cited two personal characteristics as being especially important to job success: Accuracy in the work and a sense of responsibility. Other characteristics indicated as important were: Regularity of attendance, dependability, neatness of work, being well organized, and ability to work well with supervisors.[3]

In his 1968 report on findings relating to automated data processing from 353 businesses in 39 states, drawn from a population of 28,000 businesses, Dr. F. Kendrick Bangs, University of Colorado, wrote, "Communication skills, both oral and written, are demanded of data processing personnel. Both...management...and...employees ...recognize a weakness...which is not being remedied by our educational institutions."[4]

In Dr. Anna Mahaffey's study of changing occupational skills and requirements needed by office employees in Illinois, she offers some guidelines that merit consideration for curriculum development. Her essential theme is a reiteration of a number of long-accepted, but perhaps limitedly practiced, principles. "Curriculum," she states, "must be based on current job standards and the initial needs of workers in specific local occupations."[5] She also adds, "Counselors must be made aware of the objectives and the scope of business education; business teachers must avail themselves of testing and guidance services."[6] One of the more cogent of Mahaffey's

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1. Ibid., p. 45.

2. Ibid., p. 120.

3. Ibid., p. 119.

4. F. Kendrick Bangs, Curricular Implications Of Automated Data Processing For Educational Institutions, University of Colorado, 1968, p. 11.

5. Anna Mahaffey, Changing Occupational Skills and Requirements Needed by Office Employees and Technological Developments in ffice Equipment and Procedures and Implications for Office Education in the Seventies, University of Illinois, 1969, p. V-9.

6. Loc. cit.

observations is in her treatment of the question of programs for students with special needs. "Potential dropouts can be directed when the teacher offers alternatives. Alternatives in the form of special courses must necessarily begin with the individual."[1] Implicit in this statement, of course, is that the administration has provided flexible means for the faculty to offer alternative options. In dealing with personality development she writes, "The ability to communicate and interact successfully with people, to accept responsibility, and to be capable of leadership are developed not by talking about these qualities but through opportunities to practice them..."[2]

Dr. Frank W. Lanham, Wayne State University, was the project director for "Development Of Performance Goals For A New Office And Business Education Learnings System." Published in 1970, this study developed "...an inventory of 375 educational specifications in behavioral terms that represent basic tasks performed by 16-24 year old office workers." These data were collected in interviews with 1,232 office employees by "A consortium of five institutions with contracts through the Center for Research and Leadership Development in Vocational and Technical Education..."[3] Eighty-one percent of these interviews came from employers having 100 plus employees.[4] In summary, for emphasis Lanham repeats three fundamentals as recommendations to "...be inserted immediately in all current instruction leading to office job preparation."[5] One, require "absolute accuracy." Two, develop oral and written "communication skills adequate to instruct others or to modify office actions..." Three, teach organizing and classifying numerical and verbal data.[6] Then he adds, "The number of interaction critical incidents reflecting 'thin-skinned,' angry workers almost caused us to add a 'fundamental' related to social graciousness in dealing with people within and without the business organization."[7]

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1. Ibid., p. V-10.
2. Ibid., p. V-11.
3. Lanham, op. cit.
4. Ibid., p. 33.
5. Ibid., p. 291.
6. Loc. cit.
7. Ibid., p. 292

Dr. Lawrence W. Erickson, Dean, UCLA Graduate School of Education, reported on his responsibility in NOBELS in Basic Components Of Office Work--An Analysis Of 300 Office Jobs, South-Western, Monograph 123, May, 1971. In his summary of findings Erickson identifies these important components.[1]

Basic Components of Office Work (5% or More of Total Job Time)	Percent of 300 Jobs in Which Component Occurred
1. Communicating with Others (Interpersonal Relations)	90%
2. Sorting, Filing, and Retrieving	71%
3. Typewriting	49%
4. Checking, Computing, and Verifying	47%
5. Collecting and Distributing	21%
6. Operating Business Machines (other than typewriter and ADP equipment)	18%
7. Operating Automatic Data Processing Equipment (ADP)	14%
8. Taking Dictation	10%
9. Supervising, Planning, and Training	3%
10. Analyzing Procedures and Flow Charting	3%

Among his conclusions and recommendations, he offers specifics in development of communicating skills. These include providing being "...placed in situations where they have to engage in problem-solving activities."[2] He suggests that "...they need to develop some concept of...cost..."[3] Erickson further emphasizes a need to develop initiative and to provide students with "...opportunities to learn to cope with interruption, priority decisions, and the pressure of attending to several tasks in almost simultaneous sequence. They should see how the performance of one component affects that of another...how their job performance affects and is affected by others."[4] He also notes, "Working accurately under the pressure of time occurred with high frequency in the criteria."[5] In

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1. Erickson, op. cit., p. 22.
2. Ibid., p. 23.
3. Loc. cit.
4. Ibid., p. 27.
5. Ibid., p. 29.

Erickson's concluding statement, he writes, "...business education at the secondary school level...is concerned with problem-solving, decision-making, and action...In this way, the skills, knowledges, and attitudes needed by the worker in the business world are developed and refined."[1]

There is a growing awareness among educators that there are vocational fields of opportunity for those who plan to terminate their formal education at graduation from high school. In an interview with this investigator, Otis Fitzgerald, a production manager in the home office of Gregg Division, McGraw-Hill Book Co., made available a number of occupational cluster schematics. These drafts, developed by USOE/DVTE, illustrate the grade positioning of Pre-Vocational and exploratory experiences with "Operations" at the 7-9 grades. In each of the 12 clusters there are blocks to represent content concepts for the 10-12 grades. These "content blocks" include for high school level inputs "Management," "Mid-Management," "Supervision," and "Personnel." See Manufacturing Cluster in Appendix A. The date on the revised drafts is 4-1-71. This evidence of some of the thinking of the educational leadership in the USOE/DVTE that the management concept needs consideration, exposure, and input at the high school level supports the hypothesis of this study.

In summary, these selected research reports from relatively recent major investigations give an insight to some of the thinking and evidence provided by some of the leaders in business education. Only a few of the common threads of needs for accuracy, communicative skills, and responsibility have been reported here. However, these may be sufficient to suggest that there appears to be a similar pattern woven into some of the fabric of these studies. The recurrence of the reported findings gives credence to the universality of the need for these characteristic requirements, talents, and traits.

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1. Ibid., p. 31.

II. OBJECTIVES

A. Educational Personnel The purpose of this study was to provide the structures and procedures that can enable administrative and teaching personnel to up-date the relevance of their programs. Revisions and/or additions to content and requirements of business programs could be tailored to fit local needs which are not currently being met in existing curricula.

B. Students For students in the 9-12th grades, this project intended to develop options in vocational education which are not now available.

C. System For this system, the objectives are better service to the community through a reduced dropout rate and a fuller use of existing resources.

D. The University For the University of Mississippi, the objectives were to meet more fully its responsibilities to all groups in the state by using action-oriented research capabilities to reduce the relative size of the dropout problem and to use more fully the resources available.

III. PROCEDURES

Basically, there were ten major steps involved in this investigation.

A. Determine the school system most suitably qualified to become the principal cooperating agency.
B. Develop an appropriate data-gathering instrument.
C. Prepare the staff for the field phase of the study.
D. Create a field reporting system.
E. Devise alternate strategies.
F. Gain approval of alternate strategies.
G. Summarize, analyze, and report findings.
H. Get business community and professional evaluations and reactions.
I. Find resources that may prove helpful to implement recommendations.
J. Make specific recommendations.

Preliminary field contacts were made with school systems in Corinth, Iuka, Prentiss County, Pontotoc, Ripley, Tupelo, and Tishomingo County in July-August, 1971. Based on the following criteria, a working agreement was concluded with the Tupelo School System.

A. The dropout rate of students in the 9-12th grades was sufficiently high to be a point of major concern at the decision-making echelon in the system.
B. There was the willingness and ability of the cooperative system to underwrite ten percent ($611) of the budgeted cost of the project.
C. Administrative and teaching personnel in the pilot system were authorized appropriate released time to devote to the project.

D. Reasonable access to an executive committee of the governing school board was assured.
E. The business community surrounding the selected system gave evidence of a cooperative spirit conducive to the probable development of new educational structures.

Using earlier research of Malsbary,[1] Lanham,[2] and Erickson[3] with appropriate adaptations, extensions, and modifications, a 15-page data-gathering instrument was developed in September. See Appendix B.

Staff briefings and field interview demonstrations were given in October-November for the Tupelo research team. They were given an overview of the project, informed of the objectives, and shown with six actual case interview demonstrations how the data were to be gathered. A Weekly State Research Report form (this investigator's) was distributed through the assistant superintendent's office. Mr. Rieves, the assistant superintendent, was designated by Dr. Holladay, superintendent, as the local team leader for the project. For this reason, the principal investigator suggested that the report form be implemented through Rieves' office as a line item.

The principal directive given to the research team in terms of the type of interview to seek was "...that which is representative for entry-level positions and/or positions available within five years of high school graduation." No quotas or ratios were set for SIC categories or positions. No attempt was made to select cases on any prescribed basis, i.e., randomly, stratified sample, or any other proportionate means. Each investigator selected employers who were cooperative and who in the judgment of the field worker were typical of his community.

In December, courtesy calls were made on J. W. Rial, Executive Vice President, Bank of Mississippi, and T. W. Muse, North Mississippi Medical Center. These two were the first to be identified by the Tupelo field staff (Mrs. B. L. Rieves) as having accepted invitations to serve on the Research Advisory Committee.

In January, 1972, the principal investigator met with Dr. Holladay, Tupelo superintendent, and Assistant Superintendent Rieves to discuss possible solutions to the problem of an inadequate field data input. In addition to a renewed emphasis on the need being stressed by the superintendent to the local team, it was agreed that a broader data

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1. Malsbary, op. cit., pp. 135-158.

2. Lanham, op. cit., pp. 302-307.

3. Erickson, op. cit., pp. 1, 5.

base would also be acceptable. With this latter concept endorsed, additional field research associates in North Mississippi were recruited and given simulated interviews to prepare them for their field work. Also, data being gathered with the same instrument in a parallel study by this researcher were added to the Tupelo input. Thus, the project ultimately benefited from a field force of 27, including the principal investigator. In addition to the University of Mississippi, this team of vocational teachers and counselors represented 19 high schools, 2 area vocational-technical schools, 1 junior college, and 1 senior college in 21 counties in North Mississippi.[1] See Appendix C for sources of field inputs.

Preliminary data summary and analysis began in February, even though field recruiting for research associates continued through February. Follow up and field contact work extended into early April.

In March, the only Research Advisory Council members, Rial and Muse, were given opportunities to react to a summary of the preliminary findings. Additionally, Dr. Holladay was given a limited briefing of the developing concept.

In April, computer coding work was done to facilitate some aspects of the data summarizing task. The final field reports were received on 10 April, 1972.

Preparations were made in April for field trips to examine hardware, software, and other resources that might serve some of the needs of the prospective program.

Personal conferences were held with the remaining members of the Research Advisory Council who were appointed in April. Evaluations of resources and evaluative reactions from professional educators and publishers progressed throughout April, May, and into June.

A research symposium was held on 6 May to glean from some of the research associates whatever added values or information that might have been gained outside the direct inputs from the data-gathering instrument.

A final oral report of findings and recommendations was made in May to the Tupelo administrative staff and research team. The final written report was submitted to the Tupelo School System on 16 June 1972.

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1. As one of the five area data collection directors for NOBELS, Dr. Herbert A. Tonne, State University of New York at Albany, used 38 field interviewers to get data for 252 cases. The average of 7 cases for each interviewer is coincidentally the same for this study.

IV. RESULTS

There were at least 399 note recorded interviews by the principal investigator to:

1. Scout the territory;
2. Survey the prospects;
3. Appoint a principal cooperating agency;
4. Recruit research associates;
5. Confer with educators and other consultants;
6. Lend assistance to the field efforts;
7. Examine hardware and software;
8. Evaluate other programs;
9. Facilitate the ongoing process of data collection and summary;
10. Get business and professional reactions;
11. Disseminate some of the findings limitedly.

A list of the principal residual resources sifted from some of the foregoing contacts is given in Appendix D. Appendix E gives other data sources.

From 428 executive-employee-supervisor interviews involving 160 jobs with 112 employers covering one-tenth of one percent (.1%)[1] of the employed population in the 21-county North Mississippi area included in the study, data were gathered on 6 positions. These were:

Position	Number	Percent
Accountants-Bookkeepers	34	21
Clerks (Office)	45	28
Clerks (Sales)	18	11
Secretaries	34	21
Stenographers	4	3
Administrative/Mgt Trainees	25	16
Total	160	100

The 21 counties in this study are 26 percent of Mississippi's 82-county governmental units, having 23 percent of the state's land area and 22 percent of the population. Data for 24 of the 25 Mississippi cities indicate approximately 15 percent of the state's retail sales tax were collected in the markets included in this study.[2]

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1. In the Erickson study, Basic Components Of Office Work--An Analysis Of 300 Office Jobs, the nonagricultural employment of the Los-Angeles-Long Beach area for 1968 was given as 2,794,200. This study was based on approximately one one-hundredth of one percent (.01%) of the employed population in the area.

2. "City Sales Tax Collections, January, 1972," The Oxford Eagle, March 30, 1972.

According to the federal Standard Industrial Classification the companies cooperating in this study were as follows:

Classification	Number	Percent
Finance, Insurance, Real Estate	32	20
Manufacturing	50	31
Service	18	11
Agri., Mining, Construction	2	1
Transp., Commun., Utilities	5	3
Wholesale, Retail	33	21
Education	11	7
Government	9	6
Total	160	100

For the 160 positions represented in this study, there was a ratio of one male to three females. This compares with a one to four male-female ratio in the Erickson study,[1] and a one to seven male-females ratio in the entire NOBELS investigation.[2] For the Malsbary study, the male-female ratio was one to nineteen. All of these studies were concerned exclusively with office occupations.[3] However, in the administrative/management category of this study there were 24 men to 1 woman.

The employees interviewed had a modal age of 20, a median age of 23, and a mean age of 21. The mean age for 1,232 workers in the NOBELS study was 21 with modal ages of 20 and 21.[4] Typically, the case studied terminated formal education as a high school graduate. In terms of time on the job, the mode was 6 months; the median was 14 months; and the mean was 18 months.

The hypothesis on which this investigation was made was that there are business service areas not currently being met in existing curricula. Information relevant to the principal thrust of the study was obtained from employees who were classified by the investigator as administrative or management trainees. Accordingly, the balance of this report will present those essential findings, analyses, recommendations, and other considerations relating directly to this aspect of the research.

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1. Erickson, op. cit.

2. Lanham, op. cit.

3. Malsbary, op. cit.

4. Lanham, op. cit.

A. Administrative or Management Trainee

The responsibility areas for the administrative or management trainees, as identified by responses to the open-ended question, "Briefly describe what you do in a typical day," fit into four broad categories. These include operational management, administrative services routine, marketing-related functions and handling money, and accounting-bookkeeping-recordkeeping duties.

The operational management responsibilities most commonly encountered included supervision, maintenance of morale, meeting customer and employee problems. The uniqueness of this group of responsibilities may be seen in the non-routine character of the requirements demanded by these duties.

Administrative services requiring special knowledge and skills included equipment maintenance, completing forms (computer and others), placing and using purchase orders, preparing reports, and writing letters. These duties are met principally by following the patterns devised for routine procedures.

In the marketing-related functions the tasks fit into three general patterns. One, packing stock, handling incoming merchandise, working with inventory, and shipping finished goods, including the manual labor of loading trucks, were common to the positions investigated. Two, sales, wrapping, order filling, handling cash (registers, deposits, petty cash) were commonly identified responsibilities. Three, in a more limited number of cases, advertising, display, and sales promotion duties were included in these verbal job descriptions.

Accounting-bookkeeping-recordkeeping duties involved preparing a variety of accounting forms, and keeping production and payroll records.

B. Employee-Identified Educational Inadequacies

In terms of knowledge, skills, and understandings the participants felt are now needed but which were not developed in school these findings are reported. The verbalizations varied to this non-structured question, as could be anticipated. However, 60 percent of these young people said that a better understanding of the demands and rewards in business was essential to move more comfortably and efficiently through the transition from high school to their job requirements. Approximately one-third of the administrative or management trainees identified inadequacies in how to deal with people, this skill not having been developed in school. Communicative skills (including grammar, speech, and telephone), a better knowledge of business organization, technical knowledge relevant to equipment and materials, mathematics, accounting-bookkeeping-recordkeeping, the importance of accepting responsibility, and salesmanship were among other knowledge, skills,

or understandings that were also reported as now needed but not developed in school.

C. Supervisors' Suggestions

Among the more commonly offered suggestions from supervisors of the administrative or management personnel in the companies involved in this study were those dealing with fundamental management knowledge, skills, and understandings. To improve programs to prepare more adequately beginning business employees the following summary may offer a structural framework that will merit consideration.

1. Give an awareness and some capability to appreciate and/or handle first echelon management problems (cost concepts, discipline, growth development, initiative development, leadership, responsibility, safety).
2. Develop communicative skills.
3. Improve human relations knowledge, skills, understandings.
4. Demand more in the traditional business education subjects--bookkeeping, office machines, typewriting.
5. Place more emphasis on applied mathematics.
6. Broaden the base of distributive and diversified occupations to more management perspective.

D. Reactions

Reactions to this concept were sought from three principal sources. The executives who comprised the local Research Advisory Committee were the first from whom reactions were sought. The second group were some of the professional educators around the nation. In the third category, text publishers were given an opportunity to evaluate existing materials for such a program. If their texts did not adequately meet prospective needs, they were asked about the feasibility of producing new resources for this prospective market. A brief summary of these reactions follows.

1. Research Advisory Committee In essence, each of these executives was asked whether young men having business operational and administrative training to develop the capabilities identified in this study would be suitable candidates for employment as prospective management trainees.

   a. T. W. Muse, North Mississippi Medical Center, indicated that his organization is now using a backup man in records, taking computer work. He further stated that a backup man (understudy) in plant and maintenance and perhaps in food service could be a possibility.
   b. J. W. Rial, Executive Vice President, Bank of Mississippi, said, "Yes, we could use men with these kinds of skills and

knowledge. Putting them in a formal training program could take 3-5 years." He viewed favorably the cost alternatives of high school business graduates as compared to college graduates as trainees, giving appropriate consideration to the direct and indirect variables. He estimated an initial cost advantage in hiring the high school graduate in the range of $2,500-$3,000 annually.

c. Billy Glover, Personnel Manager for 10 Blue Bell plants said, "We could use someone with this kind of orientation. As a matter of fact I am just a high school graduate. Mr. Rial, our Belmont plant manager, is a high school graduate, and two of his trainee supervisors are high school graduates."

d. Mrs. Lois Mize, executive secretary, Regional Rehabilitation Center, had a favorable reaction to the idea of an expanded, manager-type of business program.

e. Rick Grubbs, Manager, Ford Shoe Store, the only manager in a chain of 85 stores with a college degree (he majored in accounting at Mississippi State), said that a high school graduate starts as a trainee at approximately $5,000 a year. The college graduate would start earning about $1,500-$2,000 more a year. It was interesting to note that his store and the chain are carrying several shoes of his own design. As a point of information, he was a trainee for approximately 18 months and has been a manager for about the same length of time. He may be 24-25 years old.

f. John Miller, Manager, Food Service, Walgreen Drug Store, said, "We're in desperate need for trainees. We're waiting now for graduates from the Jackson, Tn., community college program. But, it's expensive to import help. It would give an employer a cost advantage of $1,500 a year to hire a high school graduate versus a college graduate. Training time to manage a food operation could be as little as six months, if the trainee is mature." Mr. Miller has been with Walgreen approximately three years.

g. Gary Gunther, Personnel Manager, Krueger Metal Products, spoke in terms of using young men to work toward lead men positions. He gave an estimate of an $1,800 cost advantage, plus less turnover, in the use of high school graduates as trainees versus college graduates as trainees. Lead men earn in the range of $5,500-$6,250 annually.

h. William R. Allen, Employment Manager, Super Sagless, said, "As you were going through the summary of the kinds of knowledge, skills, and understandings of the proposed program (Business Operational and Administrative Training), I thought, 'That's what our supervisors do.' High school graduates with such a background would be attractive." In response to the question, "What do lead men make?" he said, "$10,000." They have 7-10 such positions at all times.

i. Luther Davis, Manager, Major Appliance Department, Woolco, said, "We need young men for training."

These executives, all of whom have employment authority with the exception of Mrs. Mize, were asked if they would assist the high school in some way with the guidance responsibilities for this kind of program. Without exception, the responses were affirmative. This investigator mentioned the use of testimonials in a brochure and brief talks to student groups as possible means to help get this program under way. Whatever the guidance and vocational teachers may want to do, these men seem willing to lend their talents in the development of a program of service along the lines described.

2. Professional Educators

These men and one woman were interviewed to see if their experiences could provide an insight that might suggest problems or limitations that had not been considered. Their thinking was also tapped to find possible resources to develop needed materials to bring the prospective program out of theory into reality.

a. Dr. Anna Mahaffey, Assistant Professor, Department of Vocational and Technical Education, University of Illinois, Champaign-Urbana, expressed a keen interest in the concept. She has a definite interest in the production of materials for such a program.
b. Dr. Robert L. Ferguson, Professor, Chairman of the Department of Business Education, Western Illinois University, Macomb, said, "Looks good. This is a logical development."
c. Dr. Lawrence W. Erickson, Dean, Graduate School of Education, University of California at Los Angeles, commented, "This is an exciting concept. It could provide an opportunity to serve a great number of young men who are not being reached."
d. Robert W. Fuller, Career Education Specialist, Clovis Unified School District, California, who is now developing career education guidance materials, said, "I am impressed with what you are undertaking; I can see some real possibilities for developing units with student involvement." Fuller is the co-author of a South-Western payroll accounting text and a pioneer in the development of simulated office training programs.

After citing Marland's statement, "...80 percent of the jobs in the coming decade will not require a degree,"[1] Fuller said that the thrust of the Clovis System is to open up more avenues to their students to explore and to develop their specialties. Their 7-9 grade career guidance materials are to funnel students into these new pathways.

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1. S. P. Marland, Jr., "Career Education: Every Student Head for a Goal," American Vocational Journal 47, March, 1972, p. 36.

e. Dr. F. Kendrick Bangs, Professor, Chairman of the Department of Business Education, University of Colorado, Boulder, readily endorsed the idea and added, "Work in this area is certainly needed."
f. Dr. Russell Mercer, State Supervisor of Business and Office Education for Georgia, said, "We do need something in business (education) for young men."

3. Publishers Because text materials are so important to most vocational courses, these sources were included on a limited basis.

a. Charles Templeman, Senior Editor, high school texts, South-Western Publishing Co., Cincinnati, said, "We're beginning to get some field inputs that suggest this kind of a market."
b. Dr. David Weaver, Senior Editor, Gregg Division, McGraw-Hill Book Co., New York, stated that his company has the kinds of materials needed for this program in the planning stage.
c. Barry Spatz, Drake Publishing Co., New York, displaying the flexible posture characteristic of a small house, eager to find new markets, would welcome manuscripts or even outlines to put authors to work.

At the local level in Tupelo, within the school administration, the faculty research team members, and among the participating executives who served on the Research Advisory Council, there has come to be an awareness of yet another means by which the same students and the business community may be served. Dr. Holladay, in a brief conference with this investigator on 30 March, 1972, has accepted in principle the concept of a new curricular track. On 22 June he added that the Tupelo System would probably start with something in the 6-9 grades, using some of the materials suggested in the investigator's report. In his letter of 26 June he states, "The suggested addition to our curriculum for our business operational and administrative training beginning in the 9th grade offers some very exciting material to present to our students. It has been suggested that our staff begin to implement this program as soon as possible." See Appendix F.

Among those professional educators, publishers, and the limited number of research specialists contacted, there has been a reception of this concept ranging from cautiously encouraging to excitingly enthusiastic. Perhaps, among both the local groups directly participating and those with national resources and inputs, the most important accomplishment is in their starting to consider the possibilities of a high school program of Training for Realistic Action by Concentrating on Kinetics (T R A C K IV--Management) through Business Operational and Administrative Training (B O A T).

V. CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Commonalities of management problems reach to the lowest echelons of management, i.e., the first rung on the management ladder. These positions are typically outside the office and typically are occupied by young men.

The nature of the identified responsibilities is such that the attitudes, knowledge, skills, and understandings required can be developed in a program to meet student and industry needs. With both the relatively recent high school graduate represented in this study and his immediate supervisor providing inputs that are essentially descriptive of business operational and administrative disciplines, the academic implications of responsibility and opportunity are clear.

Vocational business education and the other vocational departments have the joint responsibility to meet these unfilled needs. The opportunity is to develop cooperatively the kinds of programs that will achieve at least three objectives.

Most importantly, the successful development of a program of Training for Realistic Action by Concentrating on Kinetics (T R A C K IV--Management) through Business Operational and Administrative Training (B O A T) can serve some young men in an exciting and meaningful way that is not currently possible.

Secondly, the essential teamwork to develop, teach, and administer a program meeting the needs highlighted in this investigation can provide at least two direct benefits. The vocational teachers involved will come to know in a first-hand way to their students' advantage some of the critical managerial business functions. This bonus to the students will be reflected both in course content and methods used.

The third anticipated major objective would be enhanced business community goodwill and support. This would come as a consequence of two factors. In the first place, the necessary additional dialogue with members of the business community requiring their inputs essential to the program development is the kind of involvement that generates interest of a high order. Secondly, because successful graduates of the proposed Business Operational and Administrative Training Program can reduce the cost of hiring, training, and retaining prospective first echelon management trainees, a more favorable labor cost factor can help Tupelo employers gain or maintain a competitive edge.

Recommendations are for three areas of service. First, guidance is the channel through which at least some of the preparatory phases of the proposed new program should be directed. There-

fore, Recommendation One is for a beginning. Designate specific organizational responsibility to implement a full program in career guidance for grades 7-8.

Secondly, broad, yet specific, suggestions are offered for a Business Operational and Administrative Training Program. The details of Training for Realistic Action by Concentrating on Kinetics follow on pages 24-26. Recommendation Two is to designate specific organizational responsibility to initiate the first phase of this program, ninth grade.

Recommendation Three is to encourage through research grants the development of essential materials. Materials are needed for the career guidance elements of this proposed program, grades 7-8, and for the Training for Realistic Action by Concentrating on Kinetics (T R A C K IV--Management) through Business Operational and Administrative Training (B O A T), grades 9-12. A pilot system, such as the Tupelo Schools could be, will need sufficient research support to implement Recommendations One and Two.

Content and Resource Suggestions for

T R A C K IV (Management)

Training for Realistic Action by Concentrating on Kinetics

through

B O A T

Business Operational and Administrative Training

IX Grade

A. Orientation

1. Exploring a Business Career
   a. Career Fair--set up with local community development foundation; St. Louis had 21,000 different job opportunities presented in this kind of a program in April, 72
   b. "The World of Work" (cassettes), Educational Resources, South Orange, New Jersey
   c. "Lead the Field," (tapes) Conant Corporation, Chicago

2. Business Careers Outside the Main Office

B. How to (Earn a Living)

1. Get a Job
   a. How to Find and Apply for a Job, Keily and Waters, South-Western
   b. You and Your Job, Blackledge, Blackledge, and Keily, South-Western

2. Keep a Job

3. Earn a Promotion

4. Build a Career
   a. "There's Genius in the Average Man," (film) Master Industries
   b. "A Successful Man in His Own Right," (film) Master Industries

C. Business Communications

D. Applied Business Mathematics

I Grade

A. Business Operating Services--Skills

1. Equipment and Plant Maintenance
   a. Field
   b. Shop
   c. Guest Speakers
   d. Projects

2. Dealing with People
   a. Business Behavior, South-Western
   b. Customer problems
   c. Employee problems
   d. Motivation Advance Program, Combined Motivation Education Systems

B. Administrative Management Services

1. Information Input
   a. You Are A Data Processor, South-Western
   b. Computer, People, and Data, South-Western
   c. Clerical Office Typing, South-Western

2. Recordkeeping for Accounting-Bookkeeping Purposes
   a. Clerical Recordkeeping
   b. Projects

3. Business Communication
   a. Written
      (1) Effective English for Business Communication, South-Western
      (2) English the EZ Way, South-Western
      (3) Business Correspondence/30, Gregg
   b. Oral

XI Grade

A. Business Operating Services--Skills

1. Marketing
   a. Sales Promotion and Advertising, South-Western
   b. Customer problems and cases

2. Production
   a. Inventory and related problems
   b. Unit planning--math
   c. Employee problems
      (1) Human Relations Kit, McGraw-Hill Book Co.
   d. Leadership problems and projects
      (1) Born To Be Great, Master Industries
      (2) Interaction Laboratory Materials, Thiokol
   e. Plant and equipment maintenance
      (Projects)

3. Field experience

B. Administrative Management Services

1. Bookkeeping related to interest areas

XII Grade

A. Business Operating Services--Skills

1. Operational problems (non-routine)
   a. Projects

2. Administrative problems
   a. Projects

3. Marketing problems related to interest areas
   a. Projects

4. Production problems in area of specialization
   a. Projects

5. Field experience

VI. CLOSING STATEMENT

The Tupelo School system has done a lot to provide better educational services for its students. Professionally, it is recognized that there is still much work to do if more opportunities are to be opened to those who are not currently being served with existing programs--or if there are better ways to serve the needs of some who are in current programs. But as Gene I. Maeroff quotes Dr. Hyrum Smith, head of the anti-dropout program, USOE, "Changing the educational system is what keeps kids in school."[1] The dropout gives evidence that his needs are not being met. As Paul Harvey wrote in a recent editorial, "...it is 'need' which determines the greatest opportunities and the highest rewards..."[2]

Rivarol once wrote, "Ideas are a capital that bears interest only in the hands of talent." This concept, the idea of developing a management educational and training program at the high school level, has been given favorable reception from talented professionals from coast to coast, as herein reported. There is sufficient talent in the Tupelo School System to make such a program interest bearing capital for a greater Tupelo economic community.

On 4 June on a flight between Durango and Cortez a public accountant from San Antonio, Willard King, was relating how he and a group of church friends had purchased 2,860 acres of grazing mountainous ranch lands in Colorado. After claiming to have had no previous experience in selling or raising capital for a "big deal," in essence he remarked, "My enthusiasm must have been contagious. By golly, if you have the will and enthusiasm, you can find a way to get something done." This particular thought was used as the central theme in a recent article which seems apropos here. "Your <u>will</u> power becomes the <u>can do</u> power that <u>does</u>!...The business courses you develop can start a revolution in <u>your</u> community in <u>your</u> high school because your imagination, initiative, and ingenuity ignited the spark...You can do it! Through some of the lives of the young men you can reach in male-oriented business courses you can affect eternity--and find greater professional fulfillment."[3] To reiterate Willard King's remark, "By golly, if you have the will and enthusiasm, you can find a way to get something done."

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1. Gene I. Maeroff, "New Hard Look Is Taken At Penalties Life Imposes On High School Dropouts," <u>The Commercial Appeal</u>, May 11, 1972, p. 28.

2. Paul Harvey, "Educators shifting gears: Back to the skills," <u>The Oxford Eagle</u>, June 8, 1972, p. 6A.

3. R. Frank Harwood, "If You Have the Will..." <u>The Balance Sheet</u>, October, 1971, pp. 66, 69.

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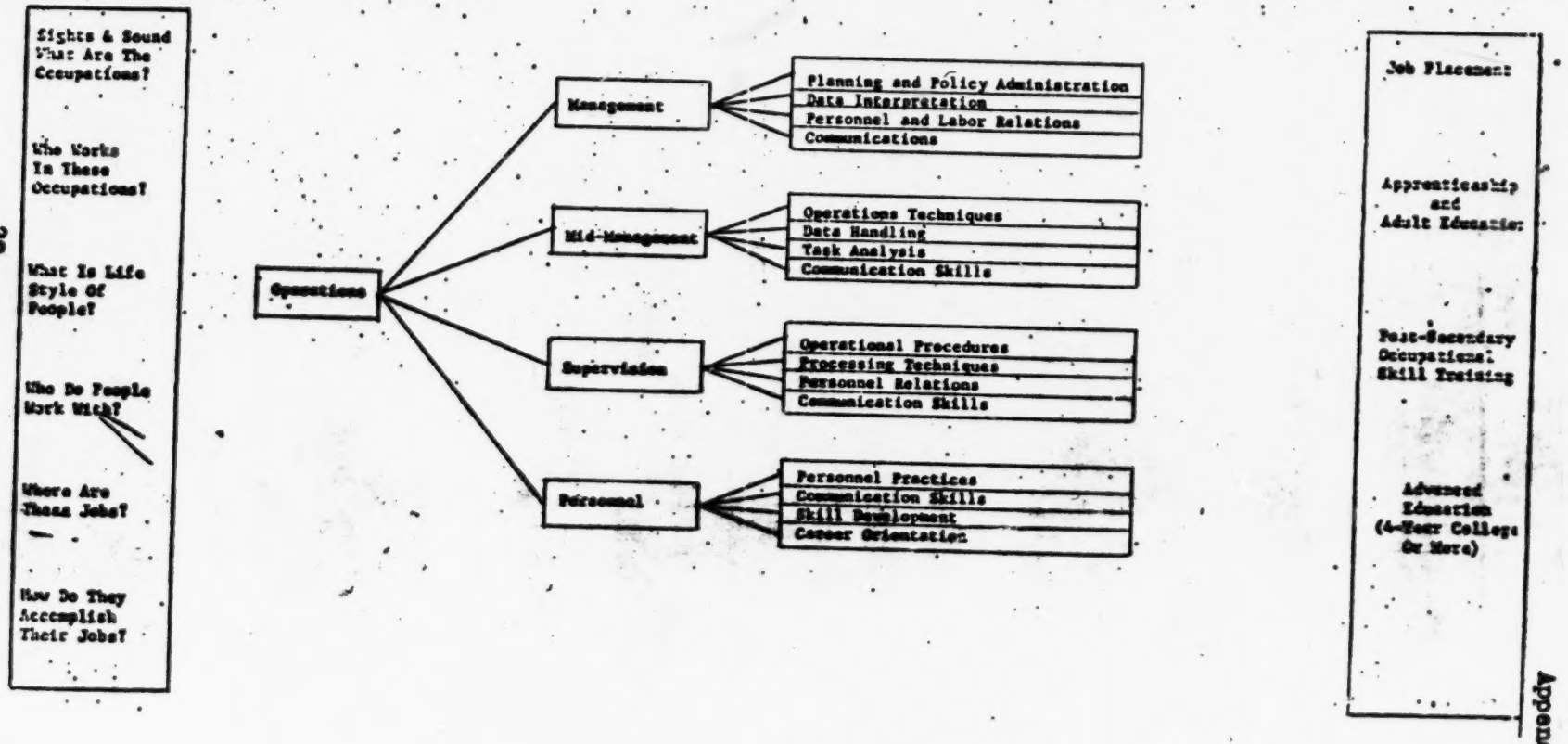
APPENDIXES

Developed By: USOE - ...
Draft:
Revised
DATE 4-1-71

Cluster for
MANUFACTURING

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	



Appendix A

Interviewer _____ PART I

MANPOWER INTERVIEWS
for
BUSINESS OCCUPATIONAL PROFILES

I. Company Data
(Card 1)

A. Name _____ Code _____

Address _____

City _____ State _____ Zip _____

B. Executive Contact (8-10) _____

Telephone _____ Title (11) _____

Employee Supervisor (12-14) _____
(if different from executive contact)

C. Standard Industrial Classification (this unit only)

1. (15)___ Finance, Insurance, Real Estate
2. (16)___ Manufacturing
3. (17)___ Service
4. (18)___ Other - Agriculture, Mining, Construction
5. (19)___ Transportation
6. (20)___ Communications, Utilities
7. (21)___ Wholesale, Retail
8. (22)___ Federal (Education)
9. (23)___ Federal (Noneducation)
10. (24)___ State (Education)
11. (25)___ State (Noneducation)
12. (26)___ Local (Education)
13. (27)___ Local (Noneducation)

D. Total employees at this unit (28) (fulltime) 24-___1 25+___2 50+___3 100+___4

Office and trainee employees (29) (fulltime) 4-___1 5+___2 10+___3 20+___4

E. Number of office and/or trainee employees in these job entry positions (not requiring an education beyond high school)

Position	Number Male	Number Female	Annual Additions or Replacements
1. Accountants or Bookkeepers	(30-31)___	(32-33)___	(34-35)___
2. Clerks (office)	(36-37)___	(38-39)___	(40-41)___
3. Clerks (sales)	(42-43)___	(44-45)___	(46-47)___
4. Secretaries	(48-49)___	(50-51)___	(52-53)___
5. Stenographers	(54-55)___	(56-57)___	(58-59)___
6. Administrative or Management Trainees	(60-61)___	(62-63)___	(64-65)___

F. Beginning office and/or trainee employees* currently employed (66-67)___
(*Having from 0-6 months experience prior to employment)

G. Do you have job descriptions for beginning office and/or trainee positions? (68) Yes ___1 No ___2

If yes, a copy for each position would be helpful for this study.

(Column 80: Punch 1)

MANPOWER INTERVIEWS

Company _____ Code _____ Interview No _____ Date _____
(Card 2; 1-11 identity) (1-7)

Part I Employee Information

I. General

A. Name (8-10) _____ Position (11) 1 2 3 4 5 6
Circle one

B. Sex Male (12) ____ Female ____
1 2

C. Birthdate (13-14) ____
Year

D. Highest school grade completed (15-16) _____

II. Employment

A. What office or trainee positions have you held prior to your starting to work for this company? If none, write NONE in first space.

	Position	Months Employed	Place "x" in appropriate columns Part-time	Summer Only	Full-time
(17)	_____	(18-19) ____	(20) ____	(21) ____	(22) ____
(23)	_____	(24-25) ____	(26) ____	(27) ____	(28) ____

B. Date of full-time employment with this company (29-30) _____
Year

C. Positions held with this company (list present job first)

	Position	Months	Part-time	Summer	Full-time
(31)	_____	(32-33) ____	(34) ____	(35) ____	(36) ____
(37)	_____	(38-39) ____	(40) ____	(41) ____	(42) ____

D. If promoted, what is the title of the next position up the organizational line? (43-58) _____

1. Would your present education, training, and experience qualify you for a promotion to this job? (59) Yes 1 No 2 Don't Know 3

2. If "No," what additional qualifications would you need? (60)

Additional education ____ 1
Self-improvement of present skills ____ 3
More experience on job ____ 2
Pass proficiency tests given by company ____ 4

Other (details, please) _____ 5

III. Job Description

A. Briefly describe what you do in a typical day.

B. Indicate the activities or duties that you perform during a typical day, as well as those which you perform occasionally.
(Start Card 3; 1-11 identity)

Accountant or Bookkeeper (11)

		Job 1					
		Daily			Occasionally		
		Over 3 hrs. (1)	1--3 hrs. (2)	Less than 1-hr. (3)	Weekly (4)	Monthly (5)	Yearly (6)
1.	Record transactions in journals direct from source documents (12)						
2.	Post verbal and numeric data (13)						
3.	Check and verify vouchers (14)						
4.	Reconcile bank statements (15)						
5.	Take care of ledger forms (16)						
6.	Take trial balance (17)						
7.	Prepare working papers for Operating Statement and Balance Sheet (18)						
8.	Prepare Operating Statement (P & L) (19)						
9.	Prepare Balance Sheet (20)						
10.	Assist in writing reports (21)						
11.	Filing, mailing out customer bills, answering telephone (22)						
12.	Compile reports to show cash receipts and disbursements (23)						
13.	Handle payroll details (24)						
14.	Prepare tax reports (25)						
15.	Type and prepare monthly statements for customers (26)						
16.	Make adjusting journal entries (27)						
17.	Make closing journal entries (28)						
18.	Close books (ledgers) (29)						
19.	Make reversing entries (30)						
20.	Other _____ (31)						
21.	_____ (32)						
22.	_____ (33)						
23.	_____ (34)						

Column 80; Punch 3

Clerk (Office) (11)

		Job 2					
		Daily			Occasionally		
		Over 3 hrs. (1)	1--3 hrs. (2)	Less than 1-hr. (3)	Weekly (4)	Monthly (5)	Yearly (6)
1. Sort, distribute, and route mail	(12)						
2. Open, date stamp mail	(13)						
3. Handle details of outgoing mail	(14)						
4. Write or type bills, statements, receipts, checks or other documents copying information from one record to another	(15)						
5. Compose and type routine correspondence	(16)						
6. Complete blank forms	(17)						
7. Type form letters	(18)						
8. Type tables and/or statistical material	(19)						
9. Prepare stencils and/or materials for duplicating	(20)						
10. Operate duplicating equipment	(21)						
11. Take machine transcription	(22)						
12. Verify totals on forms, bills	(23)						
13. Maintain files	(24)						
14. Receive money	(25)						
15. Prepare bank deposits	(26)						
16. Answer telephone	(27)						
17. Other _____	(28)						
18. _____	(29)						
19. _____	(30)						
20. _____	(31)						

Column 80; Punch 3

Clerk (Sales) (11)

		Job 3					
		Daily			Occasionally		
		Over 3 hrs. (1)	1--3 hrs. (2)	Less than 1-hr. (3)	Weekly (4)	Monthly (5)	Yearly (6)
1. Make sales	(12)						
2. Give information	(13)						
3. Handle complaints	(14)						
4. Maintain sales records	(15)						
5. Assist with credit applications	(16)						
6. Contact delinquent accounts by phone	(17)						
7. Receive money	(18)						
8. Other _____	(19)						
9. _____	(20)						
10. _____	(21)						
11. _____	(22)						

Column 80; Punch 3

Secretary (11)

		Job 4					
		Daily			Occasionally		
		Over 3 hrs. (1)	1--3 hrs. (2)	Less than 1-hr. (3)	Weekly (4)	Monthly (5)	Yearly (6)
1. Take dictation	(12)						
2. Take machine transcription	(13)						
3. Handle appointment calendar	(14)						
4. Make transportation and hotel arrangements	(15)						
5. Read and route incoming mail	(16)						
6. Maintain files	(17)						
7. Screen incoming calls	(18)						
8. Place outgoing calls	(19)						
9. Keep financial records	(20)						
10. Write minutes of executive and staff meetings	(21)						
11. Respond to routine letters	(22)						
12. Supervise other office personnel	(23)						
13. Prepare stencils and/or other material for duplicating	(24)						
14. Operate duplicating machines	(25)						
15. Use calculating machines	(26)						
16. Other _____	(27)						
17. _____	(28)						
18. _____	(29)						
19. _____	(30)						

Column 80; Punch 3

Stenographer (11)

		Job 5					
		Daily			Occasionally		
		Over 3 hrs. (1)	1--3 hrs. (2)	Less than 1-hr. (3)	Weekly (4)	Monthly (5)	Yearly (6)
1. Take dictation	(12)						
2. Take machine transcription	(13)						
3. Maintain files	(14)						
4. Answer telephone	(15)						
5. Act as receptionist	(16)						
6. Complete blank forms	(17)						
7. Type form letters	(18)						
8. Type tables and/or statistical material	(19)						
9. Prepare stencils and/or materials for duplicating	(20)						
10. Operate duplicating equipment	(21)						
11. Other _____	(22)						
12. _____	(23)						
13. _____	(24)						
14. _____	(25)						

Column 80; Punch 3

Administrative or Management Trainee (11)	Job 6					
	Daily			Occasionally		
	Over 3 hrs. (1)	1--3 hrs. (2)	Less than 1-hr. (3)	Weekly (4)	Monthly (5)	Yearly (6)
1. Serve on assignment to sales manager* (12)						
2. Give information (13)						
3. Handle complaints (14)						
4. Maintain sales records (15)						
5. Assist with credit applications (16)						
6. Contact delinquent accounts by phone (17)						
7. Receive money (18)						
8. Assemble or fill orders (19)						
9. Work with delivery or shipping department (20)						
10. Assist in preparation of promotional material (21)						
11. Assist in handling incoming and outgoing mail (22)						
12. Type form letters (23)						
13. Operate all duplicating machines (24)						
14. Audit purchase and sales invoices (25)						
15. Serve on assignment to production manager** (26)						
16. Help maintain inventory control records (27)						
17. Other _____ (28)						
18. _____ (29)						
19. _____ (30)						
20. _____ (31)						
21. _____ (32)						
22. _____ (33)						
23. _____ (34)						
24. _____ (35)						
25. _____ (36)						
26. _____ (37)						
27. _____ (38)						
28. _____ (39)						
29. _____ (40)						
30. _____ (41)						

*Use lines 18-21 for specialized duties relating to Item 1, if not covered elsewhere

**Use lines 22-25 for specialized duties relating to Item 15

NOTE: If assignments are made to other functional managers, please identify on line 26 or forward, as needed.

C. Indicate the extent to which you use any of this equipment.
(Start Card 4; 1-11 identity)

		Daily			Weekly Only			Monthly Only		
		Over 3 hrs. 1	1--3 hrs. 2	Less than 1-hr. 3	Over 3 hrs. 4	1--3 hrs. 5	Less than 1-hr. 6	Over 3 hrs. 7	1--3 hrs. 8	Less than 1-hr. 9
1. Adding machine, ten-key	(12)									
2. Adding machine, full keyboard	(13)									
3. Addressing machine	(14)									
4. Billing machine	(15)									
5. Bookkeeping machine	(16)									
6. Calculator, key-driven	(17)									
7. Calculator, printing	(18)									
8. Calculator, rotary	(19)									
9. Checkwriter	(20)									
10. Copyholder	(21)									
11. Dating machine	(22)									
12. Duplicator, fluid process	(23)									
13. Duplicator, stencil process	(24)									
14. Duplicator, offset	(25)									
15. Envelope opening machine	(26)									
16. Envelope sealer	(27)									
17. Photocopying machine (Xerox, Thermofax, etc.)	(28)									
18. Postage meter machine	(29)									
19. Postal scale	(30)									
20. Shorthand machine	(31)									
21. Telephone switchboard	(32)									
22. Transcribing machine	(33)									
23. Typewriter, electric, pica	(34)									
24. Typewriter, electric, elite	(35)									
25. Typewriter, manual, pica	(36)									
26. Typewriter, manual, elite	(37)									
27. Typewriter, IBM Executive	(38)									
Unit record equipment:										
28. Card key-punch	(39)									
29. Verifier	(40)									
30. Reproducer	(41)									
31. Vari-Typer	(42)									
32. Others (Please list) _____	(43)									
33. _____	(44)									
34. _____	(45)									
35. _____	(46)									

Column 80; Punch 4

Interviewer _____ PART III

Business Occupational Profiles

Company _____ Code _____ Interview No ___ Date _____
(Card 5; 1-11 identity) (1-7)

Part I Employee Information

I. General

A. Name (8-10) _____ Position (11) 1 2 3 4 5 6
Circle one

Part II Employee Preparation

II. Education

A. High School Town State Grades Attended

(12-14)_____ (15-16)_____ (17-19) 10 1 11 2 12 3

(20-22)_____ (23-24)_____ (25-27) 10 1 11 2 12 3

(28-30)_____ (31-32)_____ (33-35) 10 1 11 2 12 3

B. Year Graduated (36-37) ____

C. Are you now taking, or have you taken, any post-high school courses or training? (38) Yes 1 No 2

1. If yes, where? (39) Adult Ed. 1 Business College 2
Jr. College 3 Four-year College 4 Company Training Program 5
Correspondence 6 Other 7

2. If yes, what courses or training have you taken? (40-42)

_____

_____

D. Which school curriculum did you take? (43) Business 1
College-Business 2 College Prep 3 General 4 Vocation-Technical 5

(Continue Card 5; Start Card 6)

E. Which business courses did you take in high school?

No./Terms (Semesters)		Rank
(38)___	Advertising	(39-40)___
(41)___	Bookkeeping	(42-43)___
(44)___	Business Math	(45-46)___
(47)___	Business English	(48-49)___
(50)___	Business Law	(51-52)___
(53)___	Business Organization	(54-55)___
(56)___	Consumer Education	(57-58)___
(59)___	Cooperative Business Training	(60-61)___
(62)___	Economic Geography	(63-64)___
(65)___	Economics	(66-67)___

No./Terms (Semesters)		Rank
(68)___	General Business	(69-70)___
(71)___	Office Practice	(72-73)___
(74)___	Office Machines	(75-76)___
(77)___	Recordkeeping	(78-79)___

End Card 5; Identification Col. 80

Start Card 6

(1)___	Salesmanship	(2-3)___
(4)___	Shorthand	(5-6)___
(7)___	Transcription	(8-9)___
(10)___	Typewriting	(11-12)___
(13)___	Other _____	(14-15)___
(16)___	_____	(17-18)___

1. Please rank those you took in order of importance to your job.

F. What knowledge, skill(s), or understanding(s) do you now need on this job that you did not develop in school? (19-23) _____

_____

_____

1. Which of these should you have learned in school? (24-28)

_____

_____

G. Which knowledge and/or skills learned in high school do you think should have been left to learn on the job? (29-33) _____

_____

_____

H. Since you have been working, has your feeling toward business changed from what it was during your high school days? (34)

Yes ___1___ No ___2___

1. If yes, tell how _____

_____

_____

(Continue Card 6)

I. Which courses, other than business courses, taken in high school have served you advantageouly in your present position?

(35)____Algebra
(36)____Art
(37)____Biological Science
(38)____English Grammar
(39)____English Literature
(40)____English Composition
(41)____French
(42)____General Science
(43)____General Math
(44)____Geometry
(45)____German
(46)____History
(47)____Home Economics
(48)____Latin
(49)____Music
(50)____Physical Sciences
(51)____Spanish
(52-61)____Other

J. Other than business courses, which courses do you wish you had taken to prepare you better for this job? (62-66) _____

_____

K. If you were beginning high school again, how would you change your program? (67-71) _____

_____

Column 80; Punch 6

Interviewer _____ PART IV

Business Occupational Profiles

Company _____ Code _____ Interview No ___ Date _____
(Card 7; 1-11 identity) (1-7)

Part I Employee Information

I. General

A. Name (8-10) _____ Position (11) 1 2 3 4 5 6
Circle one

III. Employer

A. Name and title of employee's supervisor (12-15) _____

B. Employment

1. Will this job continue in the next 1-3 years essentially as it is? (16) Yes ___ No ___ Don't Know ___
1 2 3

a. If no, will it be: (17) Eliminated ___ Merged ___
1 2

Other (Specify) _____
3

2. Do you plan to make changes in the requirements for entrance into this job? (18) Yes ___ No ___ Don't Know ___
1 2 3

a. If yes, please detail briefly: (19) _____

_____

3. Which of these screening devices are used for hiring new personnel? Interviews (20) ____ References (21) _____
Tests (Kind?) (22) _____
School Recommendation (23) _____
Other (detail, please) (24) _____
_____

4. From what source(s) do you usually obtain your personnel?
High Schools (25) ___ State Employment Office (26) ___
Walk-ins (27) ___ Classified Ads (28) ___
Private Agencies (29) ___ Others (detail) (30) _____
_____

C. Employee

1. Please indicate this worker's strengths and areas where improvements are to his/her advantage.

Knowledge (Identify subjects)	Strength Circle One (5 is strongest)	Needs Improvement (Subjects)	Comment
_____	(31-33) 1 2 3 4 5	(34-36)_____	_____
_____	(37-39) 1 2 3 4 5	(40-42)_____	_____
_____	(43-45) 1 2 3 4 5	(46-48)_____	_____
_____	(49-51) 1 2 3 4 5	(52-54)_____	_____
Skills (Machines, shorthand, typewriting)			
_____	(55-57) 1 2 3 4 5	(58-60)_____	_____
_____	(61-63) 1 2 3 4 5	(64-66)_____	_____
_____	(67-69) 1 2 3 4 5	(70-72)_____	_____
_____	(73-75) 1 2 3 4 5	(76-78)_____	_____
	Column 80; Punch 7; start Card 8		
Attitudes, Characteristics Personality Traits			
_____	(1-3) 1 2 3 4 5	(4-6)_____	_____
_____	(7-9) 1 2 3 4 5	(10-12)_____	_____
_____	(13-15) 1 2 3 4 5	(16-18)_____	_____
_____	(19-21) 1 2 3 4 5	(22-24)_____	_____
_____	(25-27) 1 2 3 4 5	(28-30)_____	_____

2. Your suggestions to assist the schools to prepare better beginning business employees can be considerations to justify changes to improve these programs. (31-35)

(31) _____

(32) _____

(33) _____

(34) _____

(35) _____

INTERVIEWS BY SOURCES

COUNTY	INVESTI-GATOR	SCHOOL	EMPLOYERS CONTACTED	EXECS INTERV'WD	EMPLOYEES INTERV'WD	SUPERV'RS INTERV'WD	TOTAL INTERVIEWS
	Doris						
Alcorn	Garrett	Central	5	5	10	10	25
	Raymond						
Attala	Lane	Ethel	15	11	20	11	42
	Mrs. John	Calhoun					
Calhoun	Hardin	City	5	5	5	5	15
	L.Hatcher	Southaven	1	1	1	1	3
Desoto	Sara Shaw	Horn Lake	2	2	2	2	6
	Maggie						
Grenada	Morris	Rundle	1	1	1	1	3
	Charles	Itawamba					
Itawamba	Murphy	J C	3	3	7	7	17
	Mary						
Lafayette	Sims	Oxford	6	6	8	8	22
	D.Rieves	Tupelo	8	15	18	13	46
	R.Magers	Tupelo	3	3	1**	0	4
	D.Ball	Tupelo	9	10	10	10	30
Lee	RFHarwood	U/MS	3	3	5	5	13
	Mrs.Going	Byhalia	2	3	3	3	9
Marshall	W.White	Rust Coll	3	4	4	4	12
	Dee						
Monroe	Allison	E. Amory	2	2	4	4	10
	Annette						
Montgomery	Blaine	Winona	1	1	1	1	3
	Sadie						
Panola	Anderson	S. Panola	12	12	16	15	43
	Sarah	Pontotoc					
Pontotoc	Naugher	Vo-Tech	5	5	5	5	15
	Dorothy						
Prentiss	Cole	Booneville	5	5	5	5	15
	Maxine	Quitman					
Quitman	Thaggard	County	2	4	4	4	12
	Betty						
Tate	Swords	Senatobia	1	2	2	2	6
	Joe						
Tippah	Mathis	S. Tippah	4	6	6	6	18
	O.Melvin	Tish Vo-Tech	6	6	7	7	20
Tishomingo	RFHarwood	U/MS	1	1	2	1	4
	R.Carter	W. Union	4	4	4	5	13
Union	D.Shores	W. Union	2	2	2	2	6
	Mrs.T.						
Webster	Latham	Eupora	2	2	2	2	6
	Paulette	Water					
Yalobusha	Baddley	Valley	2	2	2	2	6
Mecklenburg (N. C.)	RFHarwood	U/MS	1	2	1	1	4
		Total	116*	128	158**	142	428

*Four employers were contacted by more than one investigator.
**Data on two additional jobs were obtained through a personnel manager.

PARTICIPATING EMPLOYERS

Allen's Youngland
John Owen
Tupelo, MS

Alodex Corp.
Anne Stawly
Southhaven

Anel
Chase Reed
Winona

Attala County Schools
A. M. Veasy
McCool

Attala Dental Clinic
Dr. John Burgeietr
Kosciusko

Bank of Batesville
Margaret C. Harris
Batesville

Bank of Mississippi
John Rial
Tupelo

Bank of New Albany
Rupert Collins
New Albany

Bank of Oxford
Frank Cooper
Oxford

Batesville Security
Ann Shankle
Batesville

Belk Hudson
Michael
Corinth

Big Yank Corp.
D. Brinegar
Water Valley

Blue Bell
Hubert Day
Tishomingo

Blue Bell
Billy Glover
Tupelo

Blue Bell
Roy J. Rial
Belmont

Brookwood Furniture Inc.
Ellis Guntharp
Pontotoc

Buddy Kidd
Buddy L. Kidd
Tupelo

Calhoun County Bank
Charles Holcomb
Calhoun City

Calhoun Extension Service
R. A. Simmons
Calhoun City

Carter's
Floyd Haywood
Senatobia

Chancery Clerk's Office
Jerry Clayton
Tupelo

Charm Step Shoe
Terry Brown
Fulton

Citizens Bank
D. R. Moore, Jr.
Byhalia

City of Ripley
Alderman
Ripley

Community Federal Savings
Jim Ingram
Tupelo

Corinth Gas & Water Depart.
Carl Howell
Corinth

Craft & Wynne Insurance
Bert Bond
Holly Springs

Crain & Moore
D. R. Moore, Jr.
Byhalia

Creative Glass
Maloney
Tupelo

David Lee Retail Merchandising
Thomas Conn
Kosciusko

Daybrite Lighting
T. Williams
Tupelo

Dunlap & Kyle
Glenn McKittrich
Batesville

Emerson Electric
Jerry L. Stairs
Oxford

Fifth Avenue Card
Buddy L. Kidd
Tupelo

First Citizens National Bank
Gertrude Blissit
Tishomingo

First Citizens National Bank
James Wall
Belmont

First National Bank
J. R. Long
Iuka

First National Bank
Garner Hickman
Oxford

First State Bank
Edward Rathers
Holly Springs

Ford's Shoes
Rick Grubbs
Tupelo

Fred's
Carr
Booneville

Fred's Dollar Store
Bob Dacas
Batesville

Futorian
Bob Holland
New Albany

Garan, Inc.
David Collins
Kosciusko

Gibson Discount
Don Reed
Kosciusko

Green Street School
Principal
Tupelo

Gulf Bulk Oil Plant
L. E. Horton, Jr.
Ripley

Headstart
Ergie Winter
Kosciusko

Hillcrest Hospital
Mike Reed
Calhoun City

Hood Equipment Company, Inc.
Miss M. M. Hunt
Batesville

Itawamba Manufacturing
Jimmie Chilcoat
Itawamba

Insurance & Financial Manufacturing
Charles Johnston
Tupelo

ITT American Electric
Ken Hunter
Southaven

Jordan Business Forms
Gary Hurt
Charlotte, N. C.

Kellwood Company
Williams
Calhoun City

Keystone Metal
Bill Towner
Pontotoc

Kosciusko City Government
G. W. Kuykendall
Kosciusko

Kosciusko Hosiery Mills
Jack Brunt
Kosciusko

Kosciusko Mercantile Company
J. H. Smith
Kosciusko

Kosciusko Veterinary
Dr. H. M. Jones
Kosciusko

Krueger
Gary Gunther
Tupelo

Laker Manufacturing
George Townley
New Albany

Lawrin Lamp Co.
Billy Proctor
Kosciusko

Magnolia Hospital
Flether Crawford
Corinth

Manpower Development
John White
Kosciusko

McMahan Candy Company
Rich McMahan
Batesville

McQuay
Ben McElwrath, Jr.
Grenada

Mechanics Savings Bank
Ernie Aune
Water Valley

MenWear Factory Outlet
Manager
Tupelo

Merchants
Ben Allen Kitchens
New Albany

Miss. Employment Service
Louis S. McInnis
Kosciusko

Muller Brass Company
N. R. Wilcox
Fulton

Neilson's
Will Lewis, Jr.
Oxford

Northeast Miss. Jr. College
Harmon Boggs
Booneville

North Miss. Medical Center
Eddie Foster
Tupelo

Oxford-Lafayette Hospital
John W. Turnipseed
Oxford

Pacific Buildings, Inc.
Alton Walters
Marks

Palown Products of Miss., Inc.
Ed Burns
Batesville

Panola of Batesville
Grace Craig
Batesville

Pementer Chevrolet
Fred Pementer
Ripley

People's Bank & Trust Company
J. W. Smith, Jr.
Booneville

Peoples Bank of Ripley
Bobby Martin
Ripley

PIM'S, Inc.
Budd Derrick
Holly Springs

Prentiss County Electric Power Assn.
Whit Abernathy
Booneville

Prentiss County Welfare Office
Joseph Hill
Booneville

Pullman Couch Company
Jim Dye
Amory

Purnell's Pride, Inc.
Mike Gunner
Tupelo

Pontotoc Community Hospital
C. W. Nelson
Pontotoc

Pontotoc Ridge Area
Charles W. Raye
Pontotoc

Pontotoc Wire Products, Inc.
James Royce
Pontotoc

Rankin School
Principal
Tupelo

Reed Manufacturing Company
Downing
Tupelo

Republic Finance, Inc.
Bobby L. Taylor
Kosciusko

Riverside Industries
Willie Holley
Marks

Royce Shoes
Steve Sanderson
Tupelo

Ruperts Supermarket
J. R. Lunceford
Calhoun City

Sears
W. H. (Bill) Owen
Tupelo

Security Bank
W. C. Hussey
Corinth

Shackerott Department Store
Edwin Shackerott
Batesville

Shell Service
Edward Willingham
Ripley

South Central Bell
Hardin
Corinth

South Central Bell
E. B. Goza
Kosciusko

Southaven Plumbing
David Moore
Southaven

South Tippah School District
Roy Harrell
Ripley

Sterlings
Donald Cook
Batesville

Super Sagless Spring Corp.
Bill Allen
Tupelo

Talmadge Littlejohn
Talmadge Littlejohn
New Albany

The Panolian
Mrs. E. E. Pearson
Batesville

Tishomingo County Sheriff's Office
George Cutshall
Iuka

Tishomingo County Supt. of Education
Jack Vaughn
Iuka

Tishomingo County Welfare Office
Barbara Sweeney
Iuka

U. S. Industries
Ann Meurrier
Batesville

U. S. Soil Conservation
W. H. Brown
New Albany

Walgreen's
John Miller
Tupelo

Webster General Hospital
Joe Cooper
Eupora

Wells Lomont
Jack Greenleaf
Eupora

Western Auto Store
L. Mauriocourt
Amory

West's
Robert L. Long
Oxford

PRINCIPAL RESOURCE REFERENCES

In a number of cases two or more persons in an organization may have provided valuable inputs. As a matter of convenience in communicating, only the organizational superior is listed.

Consultants or References	Resource
Dr. D. L. Bitzer, Director Computer-based Ed Research Lab University of Illinois Urbana, IL 61801	PLATO IV, programmed instruction, approximately $.34/student hour, 44-hour week, $5,000 terminal
Dr. Paul Brucker, Director Developmental Dental Studies Medical College of Georgia Augusta, GA 30902	Experience with the Programmed Individual Presentation (PIP) type of hardware and software
Conant Corporation 6677 North Lincoln Ave. Chicago, IL	"Lead the Field," management guidance, narrated by Earl Nightingale, 12 tapes
Bernie R. Diamond Thiokol Chemical Corporation Economonic Development Operations 3340 Airport Road Ogden, Utah 84402	Special experience with motivational programs and vocational education. Runs Job Corps Center at Clearfield, Utah; Roswell Employment Training Center, Roswell, New Mexico; contracts with Dallas and Caddo Parish
Robert W. Fuller, Career Education Clovis Unified School District 914 Fourth Street Clovis, CA 93612	Career guidance materials for 7-9 grades
Gregg Division McGraw-Hill Book Co. 330 West 42nd Street New York, NY 10036 Attention: Dr. David H. Weaver	Business texts, films, tapes
Dean Garrison, Counselor Bloomfield Schools Bloomfield, New Mexico	Experience with Born To Be Great tapes from Master Industries

Dr. Richard Lichtenheld Master Industries Box 1617, Greenwood Plaza Englewood, CO 80110	Films "There's Genius in the Average Man" "A Successful Man in His Own Right" Tapes, Born To Be Great and others
Louis Nelson Booker T. Washington High School Shreveport, LA	Experience with motivation program as a teacher (Thiokol material)
M. O. Parker, Director Caddo Career Center Shreveport, LA	Experience with new vocational center, performance contract
Mrs. Brenda Price Dallas School System Dallas, TX	Experience with motivation program as a teacher (Thiokol material)
Carl Ruderman, President Drake Publishers 440 Park Avenue South New York, NY 10016	Prospective publisher of required new materials
Miss Lois H. Roesch Peachtree High School 4664 Peachtree Chamblee, GA 30341	Has skeletal model for Executive Office Training (office practice for boys)
South Grand Work High School 1532 S. Grand Blvd. St. Louis, MO 63104 Attention: Mr. C. H. Evans	Experience with Career Fair and World of Work tapes, Librarian: Ben Zabel Counselor: Miss Aquilla Stokes
Dr. Barry Sutherland RCA Curriculum Specialist c/o Skyline High School 7777 Forney Road Dallas, TX 75227	Text for management-type program for high school on contract with Dallas System
Charles Templeman, Senior Editor South-Western Publishing Co. 5101 Madison Road Cincinnati, OH 45227	Business texts, films, tapes
Dr. Donald Waldrop Dallas School System Dallas, TX	Experience with performance contract with Thiokol

A PARTIAL LISTING OF OTHER SOURCES OF DATA

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Clearfield, UT 84016

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Firms Gaston, Asst. Director
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Nick Chandler
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Tupelo, MS 38801

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TUPELO PUBLIC SCHOOLS
C. E. HOLLADAY, SUPERINTENDENT
TUPELO, MISSISSIPPI 38801

June 26, 1972

Dr. R. Frank Harwood, Professor
Business Education and Office Administration
The University of Mississippi
University, Mississippi 38677

Dear Dr. Harwood:

I want to commend you for the work that you did in assisting local schools in modifying their business education programs. I have been very impressed with the results that you were able to secure from those with whom you worked during the past year. I recognize that many of the problems that we encountered in helping you get the data together for this study were not created by the study itself, but in not having enough time for adequate plans to be developed with other staff members in our organization. I trust that if future plans are to be developed along this line that this will be an opportunity of involving all participants prior to beginning the work on such a project.

The suggested addition to our curriculum for our business operational and administrational training beginning in the 9th grade offers some very exciting material to present to our students. It has been suggested that our staff begin to implement this program as soon as possible. We enjoyed working with you this year and trust that there will be other opportunities.

Sincerely yours,

C. E. Holladay
Superintendent

CEH/pr